



Appendix A

Fourth Cycle Missouri School Improvement Program (MSIP) Professional Development Standards and Report



Notes

Fourth Cycle Missouri School Improvement Program (MSIP)

A. Standards for Professional Development

6.1 2

Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.

6.2 2

Teachers use current assessment information to plan instruction and have received specific training on this process.

6.4 3

Training in the use of instructional equipment and technology is provided.

6.7

Professional development is an integral part of the educational program and all school improvement initiatives.

6.7 1

The district has a written plan for professional development that included the following components:

- PDC policies and procedures (including PDC membership criteria, reimbursement procedures, request procedures, etc.)
- professional development program objectives aligned with the Comprehensive School Improvement Plan (CSIP)
- evaluation criteria for the overall professional development program
- descriptions of the planned professional development activities that are directly related to areas of needed student improvement and aligned with the district's CSIP
- specific mentoring provisions (including a scope and sequence for the program, allocated resources, a description of all participants' responsibilities, and evaluation processes and procedures)
- provisions for complying with specific professional development program requirements, and all rules, regulations, and legislation related to professional development funding.

6.7 2

The district provides intensive, on-going professional development activities that address curriculum and the instructional practices related to student achievement issues identified in the Comprehensive School Improvement Plan (CSIP).

6.7 3

For all staff members, professional development is an integral part of their job responsibilities and expectations.

6.7 4

The district has identified a set of instructional strategies designed to meet the assessed needs of students, and has made a long-term commitment to focus its professional development activities on implementing and reinforcing these strategies.

6.7 5

The district collects and utilizes information regarding the effectiveness of its professional development program in improving instruction and student achievement.

6.7 6

The district provides substantial time and resources for the professional development of all staff members.

Report Writing Form (RWF) for 4th Cycle MSIP will not be available until late March of 2006. It will be available for districts to insert into the PD Guidelines.



**To Eliminate the Possibility of
Receiving Deficiencies on Their Missouri School
Improvement Program (MSIP) Reviews, School
Districts Must Make Sure That Their Professional
Development Plan and Program Meet the Following
Standards:**

- The district's professional development activities are related to the Comprehensive School Improvement Plan (CSIP) objectives/goals.
- The district professional development program has focused on three or four specific instructional strategies.
- District professional development activities are directly related to student performance or instructional improvement.
- Specific criteria is being used to evaluate the professional development program.
- Appropriate board policies and procedures are in place.
- The district has a written Professional Development Plan (PDP) which includes goals aligned to the Comprehensive School Improvement Plan (CSIP), evaluation criteria, activities related to improved student achievement, a clear mentoring process, Professional Development Committee (PDC) membership procedures, and the requirements for new teachers professional development plans.
- There is long and short-range planning relating to development and training of professional staff.
- The Professional Development Committee (PDC) is elected by the faculty.
- Teacher and administrator responsibilities for professional development are clearly identified.
- Time is provided for new teachers to observe master teachers and mentors to observe new teachers.
- New teacher responsibilities have been identified.
- The new teacher assistance program is in place.
- The Professional Development Committee (PDC) has been allocated one percent of the Basic Foundation Formula exclusive of categorical add-ons.
- The Professional Development Committee (PDC) spends at least 75% of the 1% funds each year with the remaining amount going to professional development the following year.
- The Professional Development Committee (PDC) has its plan approved by the board.
- The Professional Development Committee (PDC) develops activities in consultation with the administration.



Notes

